



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 10111164
SAU: Bangor School Department
School: William S. Cohen School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

SUMMARY OF SCORES

Test Date: March 2009

Grade: 6

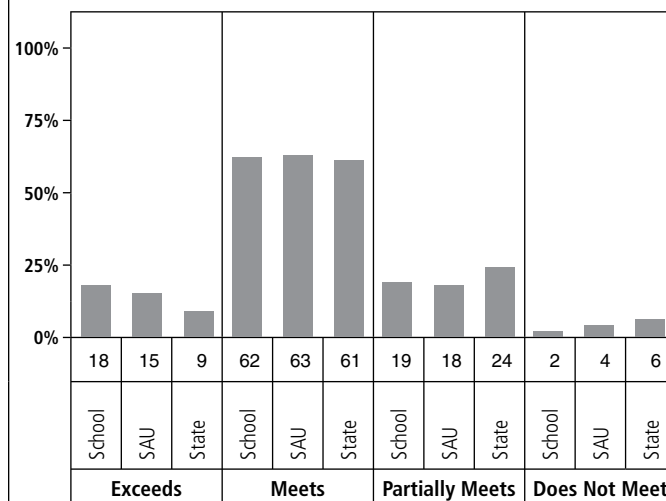
SAU: Bangor School Department

School: William S. Cohen School

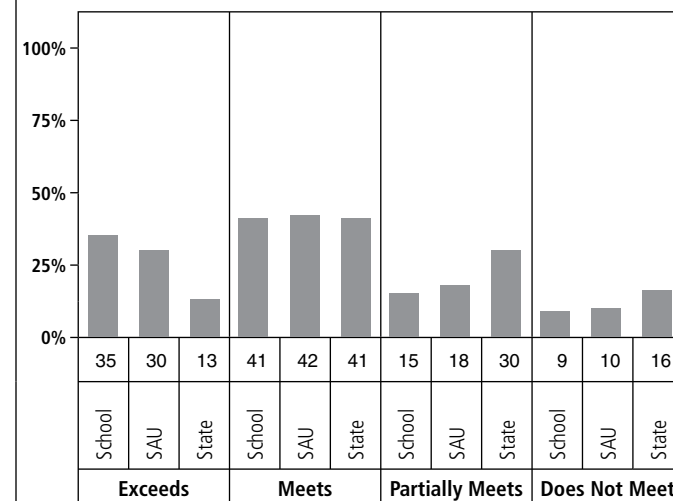
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	652	650	646
2007–2008	653	651	648
2008–2009	651	650	647
Cum. Avg.*	652	650	647
Mathematics			
2006–2007	654	650	643
2007–2008	650	647	642
2008–2009	653	652	643
Cum. Avg.*	652	650	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: Bangor School Department
School: William S. Cohen School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	122	100	253	100	14251	100	120	100	250	100	14150	99	120	100	250	100	14156	100						
Ethnicity African American/Black	1	1	3	1	421	3	1	100	3	100	412	98	1	100	3	100	415	99						
American Indian or Native Alaskan	1	1	2	1	128	1	1	100	2	100	127	99	1	100	2	100	128	100						
Asian or Pacific Islander	2	2	2	1	212	1	2	100	2	100	210	99	2	100	2	100	212	100						
Hispanic	2	2	4	2	181	1	1	100	3	100	177	98	1	100	3	100	178	99						
Caucasian/White	116	95	242	96	13309	93	115	100	240	100	13224	100	115	100	240	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	17	14	37	15	2468	17	16	100	35	97	2423	99	16	100	35	97	2426	99						
Current LEP	1	1	1	0	341	2	1	100	1	100	330	97	1	100	1	100	338	99						
Economically disadvantaged	39	32	112	44	5780	41	37	100	109	99	5724	99	37	100	109	99	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						School		SAU		State	
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	103	84	213	84	11369	80	103	84	213	84	11373	80						
Identified disability (PET/IEP)	1	1	2	1	355	3	1	1	2	1	371	3						
LEP	1	1	1	0	167	1	1	1	1	0	170	1						
504 plan	9	9	14	7	172	2	9	9	14	7	175	2						
Participation with accommodations	14	11	30	12	2594	18	13	11	27	11	2605	18						
Identified disability (PET/IEP)	12	86	26	87	1881	73	11	85	23	85	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	2	7	74	3	0	0	2	7	71	3						
Other	2	14	2	7	519	20	2	15	2	7	532	20						
Participation through alternate assessment (PAAP)	3	2	7	3	187	1	4	3	10	4	178	1						
Identified disability (PET/IEP)	3	100	7	100	187	100	4	100	10	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	2	2	2	1	26	0	2	2	2	1	25	0						
Non-participation – other	0	0	1	0	75	1	0	0	1	0	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: Bangor School Department
School: William S. Cohen School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	25	21	33	14	1132	8
	2007-2008	31	26	55	20	1817	13
	2008-2009	21	18	37	15	1309	9
	Cum. Total*	77	22	125	16	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	74	62	148	61	8127	57
	2007-2008	71	59	166	59	8072	57
	2008-2009	72	62	154	63	8564	61
	Cum. Total*	217	61	468	61	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	14	12	48	20	3549	25
	2007-2008	17	14	47	17	3194	23
	2008-2009	22	19	43	18	3291	24
	Cum. Total*	53	15	138	18	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	7	6	13	5	1478	10
	2007-2008	2	2	12	4	981	7
	2008-2009	2	2	9	4	799	6
	Cum. Total*	11	3	34	4	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	36.9	65.9	36.4	65.0	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	13.1	65.5	12.9	64.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	23.8	66.1	23.5	65.3	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Bangor School Department
 School: William S. Cohen School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	117	21	18	72	62	22	19	2	2	651	243	15	63	18	4	650	13963	9	61	24	6	647
Ethnicity																						
African American/Black	1										3						403	5	46	34	15	641
American Indian or Native Alaskan	1										2						125	4	49	38	10	642
Asian or Pacific Islander	2										2						206	18	56	20	6	649
Hispanic	1										3						174	5	55	33	7	644
Caucasian/White	112	19	17	70	63	21	19	2	2	651	233	15	63	18	4	650	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	3	23	9	69	1	8	637	28	7	32	50	11	641	2236	1	30	48	22	637
No	104	21	20	69	66	13	13	1	1	653	215	16	67	13	3	652	11727	11	67	19	3	649
Current LEP																						
Yes	1										1						322	2	39	37	21	638
No	116	21	18	71	61	22	19	2	2	651	242	15	63	18	4	651	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	34	4	12	18	53	11	32	1	3	648	102	8	57	28	7	646	5617	4	54	33	9	643
No	83	17	20	54	65	11	13	1	1	652	141	21	68	10	1	653	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	117	21	18	72	62	22	19	2	2	651	243	15	63	18	4	650	13959	9	61	24	6	647
Gender																						
Female	58	15	26	33	57	9	16	1	2	653	120	23	58	16	3	652	6743	13	63	20	4	649
Male	59	6	10	39	66	13	22	1	2	649	123	8	68	20	4	649	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										9	0	33	56	11	638	1408	4	41	43	12	641
No	117	21	18	72	62	22	19	2	2	651	234	16	65	16	3	651	12555	10	64	21	5	648
Gifted/talented program																						
Yes	23	11	48	12	52	0	0	0	0	662	37	49	49	3	0	662	636	39	59	2	0	659
No	94	10	11	60	64	22	23	2	2	648	206	9	66	20	4	648	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Bangor School Department

School: William S. Cohen School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	2	100	0	0	633	1	0	0	100	0	635	6	5	47	32	16	642
B. less than one hour	37	6	14	23	53	13	30	1	2	648	45	15	56	25	4	649	59	9	62	24	5	647
C. one to two hours	56	15	23	42	66	6	9	1	2	654	50	18	70	9	3	653	32	11	64	21	4	648
D. more than two hours	5	0	0	5	83	1	17	0	0	649	4	0	78	11	11	646	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	32	5	14	28	76	4	11	0	0	652	31	19	69	11	1	653	31	17	66	14	3	651
B. good	53	15	24	36	58	9	15	2	3	652	54	17	66	13	4	651	48	8	64	23	5	647
C. fair	15	1	6	7	41	9	53	0	0	644	14	3	42	48	6	643	18	2	48	40	10	641
D. poor	0										1	0	67	33	0	646	2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	50	11	19	41	72	5	9	0	0	653	51	18	72	9	1	653	38	13	65	18	3	650
B. They match some of what I have learned.	43	10	20	26	52	13	26	1	2	650	39	14	59	22	5	649	49	8	63	24	5	647
C. They match just a little of what I have learned.	6	0	0	3	43	3	43	1	14	639	9	10	38	43	10	644	10	5	48	36	11	642
D. There is no match.	1	0	0	0	0	1	100	0	0	636	1	0	50	50	0	643	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	11	0	0	9	69	3	23	1	8	645	11	0	68	24	8	645	16	7	52	30	11	644
B. about the same as my regular schoolwork	59	13	19	42	62	12	18	1	1	652	61	15	65	18	3	650	66	10	64	22	4	648
C. easier than my regular schoolwork	30	8	24	20	59	6	18	0	0	653	29	23	61	13	3	654	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	3	38	5	63	0	0	642	8	0	39	61	0	643	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	48	9	16	32	58	12	22	2	4	649	50	10	66	18	7	648	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	45	12	23	35	67	5	10	0	0	654	42	25	65	10	0	655	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	42	8	16	30	61	11	22	0	0	651	48	17	67	13	4	651	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	54	12	19	39	62	10	16	2	3	651	49	15	60	22	3	650	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	3	1	25	2	50	1	25	0	0	648	3	13	63	25	0	648	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	17	6	30	10	50	4	20	0	0	653	25	25	60	15	0	654	23	15	65	16	4	650
B. 20 minutes to an hour	60	12	17	48	70	9	13	0	0	653	49	15	67	15	3	651	49	10	64	22	4	648
C. less than 20 minutes	9	3	30	4	40	2	20	1	10	649	10	17	58	21	4	648	11	6	58	29	7	645
D. I rarely read at home.	14	0	0	8	50	7	44	1	6	643	16	0	62	30	8	644	17	2	51	36	11	642
Optional school/SAU question																						
A.	5	1	25	3	75	0	0	0	0	655	5	25	75	0	0	655						
B.	39	6	21	18	62	4	14	1	3	651	39	21	62	14	3	651						
C.	43	11	34	14	44	7	22	0	0	654	44	33	42	24	0	654						
D.	12	0	0	5	56	3	33	1	11	644	12	0	56	33	11	644						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: Bangor School Department
School: William S. Cohen School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	40	33	58	24	2092	15
	2007-2008	27	22	57	20	1474	10
	2008-2009	41	35	72	30	1807	13
	Cum. Total*	108	30	187	25	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	54	45	111	46	5731	40
	2007-2008	57	47	116	41	6008	43
	2008-2009	47	41	101	42	5662	41
	Cum. Total*	158	44	328	43	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	16	13	50	21	4175	29
	2007-2008	30	25	69	25	4244	30
	2008-2009	17	15	43	18	4219	30
	Cum. Total*	63	18	162	21	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	10	8	23	10	2308	16
	2007-2008	7	6	38	14	2346	17
	2008-2009	11	9	24	10	2290	16
	Cum. Total*	28	8	85	11	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	37.8	67.5	36.5	65.2	30.6	54.6
A. Number	18	32	12.5	69.4	12.1	67.2	10.3	57.2
B. Data	12	21	8.3	69.2	8.0	66.7	6.6	55.0
C. Geometry	14	25	9.1	65.0	8.9	63.6	7.3	52.1
D. Algebra	12	21	7.9	65.8	7.5	62.5	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Bangor School Department
 School: William S. Cohen School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	116	41	35	47	41	17	15	11	9	653	240	30	42	18	10	652	13978	13	41	30	16	643
Ethnicity																						
African American/Black	1										3						406	4	26	36	34	633
American Indian or Native Alaskan	1										2						126	4	29	40	28	635
Asian or Pacific Islander	2										2						208	18	47	23	12	647
Hispanic	1										3						175	5	31	41	23	638
Caucasian/White	111	38	34	45	41	17	15	11	10	653	230	30	42	18	10	652	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	2	17	3	25	7	58	626	25	4	32	24	40	633	2248	3	18	33	46	629
No	104	41	39	45	43	14	13	4	4	656	215	33	43	17	7	654	11730	15	45	30	11	646
Current LEP																						
Yes	1										1						331	3	22	35	40	631
No	115	41	36	46	40	17	15	11	10	653	239	30	42	18	10	652	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	34	7	21	15	44	8	24	4	12	647	100	14	46	25	15	645	5620	6	33	37	25	637
No	82	34	41	32	39	9	11	7	9	656	140	41	39	13	6	656	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	116	41	35	47	41	17	15	11	9	653	240	30	42	18	10	652	13974	13	41	30	16	643
Gender																						
Female	57	21	37	23	40	7	12	6	11	654	118	33	36	19	13	651	6738	12	40	32	16	642
Male	59	20	34	24	41	10	17	5	8	653	122	27	48	17	7	652	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										9	0	33	44	22	636	1410	3	24	41	32	634
No	116	41	35	47	41	17	15	11	9	653	231	31	42	17	10	652	12568	14	42	29	15	644
Gifted/talented program																						
Yes	23	21	91	2	9	0	0	0	0	672	37	89	8	3	0	671	637	65	32	3	0	665
No	93	20	22	45	48	17	18	11	12	649	203	19	48	21	12	648	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Bangor School Department

School: William S. Cohen School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	0	0	2	100	612	1	0	0	0	100	616	6	7	32	28	32	636
B. less than one hour	38	9	21	18	42	11	26	5	12	648	46	25	44	20	10	650	59	13	41	30	16	643
C. one to two hours	56	29	45	26	41	5	8	4	6	658	50	36	41	16	8	654	32	14	41	31	14	644
D. more than two hours	4	2	40	3	60	0	0	0	0	658	3	25	50	13	13	651	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	23	52	17	39	3	7	1	2	660	35	46	43	7	4	659	30	27	45	18	9	651
B. good	50	15	26	26	46	8	14	8	14	650	46	27	46	16	10	651	46	9	45	31	15	643
C. fair	10	3	25	4	33	3	25	2	17	646	16	11	32	43	14	641	20	2	29	43	26	635
D. poor	2	0	0	0	0	2	100	0	0	635	3	0	0	29	71	623	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	37	20	47	16	37	3	7	4	9	657	44	38	37	19	7	654	35	18	42	27	13	646
B. They match some of what I have learned.	50	18	31	28	48	10	17	2	3	655	47	26	51	17	6	652	50	11	43	31	15	643
C. They match just a little of what I have learned.	11	3	23	3	23	2	15	5	38	638	8	16	26	11	47	635	13	8	31	36	26	638
D. There is no match.	1	0	0	0	0	1	100	0	0	628	1	33	0	33	33	640	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	23	8	31	9	35	5	19	4	15	649	22	21	44	17	17	646	32	7	40	34	20	640
B. about the same as my regular schoolwork	55	16	25	31	49	10	16	6	10	651	57	22	48	21	8	650	56	13	42	30	15	644
C. easier than my regular schoolwork	22	17	68	6	24	1	4	1	4	665	21	63	20	8	8	662	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	54	22	36	23	38	9	15	7	11	652	57	30	39	21	10	651	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	44	18	36	23	46	6	12	3	6	656	41	31	48	13	8	653	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	1	33	1	33	1	33	631	2	0	20	40	40	630	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	15	3	18	9	53	3	18	2	12	648	12	21	45	17	17	646	6	8	29	29	34	635
B. 30–45 minutes	56	21	33	25	39	10	16	8	13	651	39	26	43	17	13	649	33	10	37	34	19	641
C. 45–60 minutes	27	16	52	12	39	2	6	1	3	661	41	38	41	18	4	656	45	15	44	29	12	645
D. more than 60 minutes	2	1	50	1	50	0	0	0	0	670	8	32	42	16	11	655	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	11	0	0	3	25	3	25	6	50	629	6	0	27	27	47	630	9	14	35	29	22	641
B. two or three days a week	9	4	40	4	40	0	0	2	20	653	10	42	33	13	13	653	26	15	40	30	16	644
C. two or three times each month	35	15	38	19	49	4	10	1	3	658	27	40	41	13	6	657	31	13	43	30	14	644
D. never or almost never	46	21	40	21	40	8	15	2	4	656	57	27	46	19	7	651	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	11	2	17	4	33	4	33	2	17	643	12	21	38	28	14	646	17	8	35	33	24	639
B. two or three days a week	14	5	31	5	31	2	13	4	25	647	14	25	41	16	19	648	28	13	42	30	15	643
C. two or three times each month	32	16	46	15	43	2	6	2	6	658	29	39	45	12	4	657	31	15	43	30	13	645
D. never or almost never	43	17	35	23	48	5	10	3	6	656	45	30	43	17	10	651	23	14	39	30	17	643
Optional school/SAU question																						
A.	5	1	25	3	75	0	0	0	0	660	5	25	75	0	0	660						
B.	38	13	46	9	32	4	14	2	7	654	38	46	32	14	7	654						
C.	44	12	38	15	47	2	6	3	9	656	45	36	45	9	9	656						
D.	12	2	22	4	44	0	0	3	33	644	12	22	44	0	33	644						

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